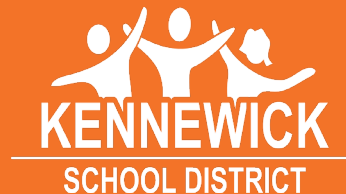


# **Grades 6-12 Health Adoption**

**Including Comprehensive Sexual Health  
Education**

**2021-2022**

**Recommendation for Board Approval**



## All students are engaged learners



- > *Provided relevant, rigorous and engaging instruction.*
- > *Receiving individualized, equitable and inclusive supports.*
- > *Accessing diverse course offerings, activities and athletics.*
- > *Making progress, annual growth, and meeting grade level standards.*

## 2021-22 Annual Objectives

1. Implement districtwide high dosage tutoring strategy.
2. Implement new 6-12 English Language Arts curriculum.
3. Adopt new World Language curriculum.
4. Adopt 4-12 comprehensive health/sex education curriculum.
5. Convene mathematics committee to evaluate math pathways committee.
6. Provide training and support for multi-tiered systems of academic support and positive academic intervention systems.
7. Provide inclusionary practices professional development and implement specific strategies to increase student inclusion rates.
8. Continue to expand summer school offerings.
9. Implement Hoonuit data system to support student data analysis and aide schools in identifying students in need of additional supports.

# Senate Bill 5395

- Senate Bill 5395 was passed by the Legislature and the voters in 2020.
  - Requires all Washington public schools to provide comprehensive sexual health education (CSHE) instruction, to be phased in for grades 4-12 beginning in 2021-22.
  - Grades K-3 will receive instruction in social-emotional learning beginning in 2022-23.
  - **There is no sexual health content required for students in grade K-3.**
  - The bill maintains the right for parents and guardians to opt their children out of sexual health education instruction.

# March 23 Board Update

- Provided an update on the selection process.
- Presented information on the CSHE learning standards, core ideas, topics and outcomes.
- Reviewed the rights of parents and guardians.
- Reviewed the curriculum adoptions process and the action steps taken during the 2020-2021 and 2021-2022 school years to date.

# Health Adoption Committee and Process

## Parent and Staff Committee Composition

- 25 parents/community members were selected out of 107 applicants
- 15 have been consistently involved in the meetings and processes
- Team included middle and high school health teachers and nurses.

<u>Parents:</u>	<u>Parents:</u>	<u>Teachers:</u>	<u>Nurses:</u>
Amity Fewing	Janey Antal	Thor Ostrom	Jeanne Bakker, RN
Bianca Noah	Hannah Estell	Cheryl Yoke	Donna Osborne, RN
Brittany LaFemina	Maddison Meijome	Shannon Hokanson	Cynthia Donley, RN
Cindy Johnson	Mindy Stromberg	Eric Gough	Diana McKeever, RN
Clifford Luebben	Nathaniel Martin	Caitlin Almaguer	Teresa Walker, RN
Linda Stephenson	Spencer Leavitt	Naomi Devers	
Wendy Cicotte	Tycie Monson	Kendra Ledford	
Kathryn Staley		Stephanie Zerba	

# Health Standards



Students will demonstrate the ability to:

- Comprehend concepts related to health promotion and disease prevention to enhance health. (Standard 1)
- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. (Standard 2)
- Access valid information and products and services to enhance health. (Standard 3)
- Use interpersonal communication skills to enhance health & avoid/reduce health risks. (Standard 4)
- Use decision-making skills to enhance Health. (Standard 5)
- Use goal-setting skills to enhance health. (Standard 6)
- Practice health-enhancing behaviors and avoid or reduce health risks. (Standard 7)
- Advocate for personal, family and community health (Standard 8)

# CSHE Required Instruction



## **Students in grades 4-12 are required to be taught:**

- The physiological, psychological, and sociological developmental process experienced by an individual
- The development of intrapersonal and interpersonal skills to communicate, respectfully and effectively, to reduce health risks and choose healthy behaviors and relationships based on mutual respect and affection, and free from violence, coercion, and intimidation;
- Health care and prevention resources;
- Abstinence and other methods of preventing unintended pregnancy and sexually transmitted diseases;
- The development of meaningful relationships and avoidance of exploitative relationships;
- Understanding the influences of family, peers, community and the media throughout life on healthy sexual relationships;
- Affirmative consent and recognizing and responding safely and effectively when violence or a risk of violence is or may be present, with strategies that include bystander training.

# CSHE Core Ideas and Topics

Recommended by the Adoption/Review Committee

Core Idea	Elementary School (Grades K–5) Topics	Middle School (Grades 6–12) Topics
Wellness (W)	<ol style="list-style-type: none"> <li>1. Dimensions of Health</li> <li>2. Hygiene</li> <li>3. Disease Prevention</li> <li>4. Analyzing Influences</li> <li>5. Access Valid Information</li> <li>6. Communication</li> <li>7. Decision-Making</li> <li>8. Goal setting</li> </ol> <p style="text-align: right;">K-5 adoption in 2023</p>	<ol style="list-style-type: none"> <li>1. Dimensions of Health</li> <li>2. Disease Prevention</li> <li>3. Analyzing Influences</li> <li>4. Access Valid Information</li> <li>5. Communication</li> <li>6. Decision-Making</li> <li>7. Goal setting</li> </ol>
Safety (Sa)	<ol style="list-style-type: none"> <li>1. Injury Prevention</li> <li>2. First Aid</li> <li>3. Violence Prevention</li> </ol> <p style="text-align: right;">K-5 adoption in 2023</p>	<ol style="list-style-type: none"> <li>1. Injury Prevention</li> <li>2. First Aid</li> <li>3. Violence Prevention</li> </ol>
Nutrition (N)	<ol style="list-style-type: none"> <li>1. Food Groups and Nutrients</li> <li>2. Beverages</li> <li>3. Label Literacy</li> <li>4. Caloric Intake and Expenditure</li> <li>5. Disease Prevention</li> <li>6. Nutritional Planning</li> </ol> <p style="text-align: right;">K-5 adoption in 2023</p>	<ol style="list-style-type: none"> <li>1. Food Groups and Nutrients</li> <li>2. Beverages</li> <li>3. Label Literacy</li> <li>4. Caloric Intake and Expenditure</li> <li>5. Disease Prevention</li> <li>6. Nutritional Planning</li> </ol>
Sexual Health (Se)	<ol style="list-style-type: none"> <li>1. Anatomy and Physiology</li> <li>2. Growth and Development</li> <li>3. Reproduction</li> <li>4. HIV Prevention</li> <li>5. <del>Self-Identity</del></li> <li>6. Healthy Relationships</li> </ol> <p style="text-align: right;">Grades 4-5 only</p>	<ol style="list-style-type: none"> <li>1. Anatomy, Reproduction, and Pregnancy</li> <li>2. Puberty and Development</li> <li>3. <del>Self-Identity</del></li> <li>4. Prevention</li> <li>5. Healthy Relationships</li> <li>6. Washington State Laws</li> </ol>
Social Emotional Health (So)	<ol style="list-style-type: none"> <li>1. Self-Esteem</li> <li>2. Body Image</li> <li>3. Stress Management</li> <li>4. Expressing Emotions</li> <li>5. Harassment, Intimidation, and Bullying</li> </ol> <p style="text-align: right;">K-5 adoption in 2023</p>	<ol style="list-style-type: none"> <li>1. Self-Esteem</li> <li>2. Body Image and Eating Disorders</li> <li>3. Stress Management</li> <li>4. Expressing Emotions</li> <li>5. Harassment, Intimidation, and Bullying</li> <li>6. Emotional and Mental/Behavioral Health</li> </ol>
Substance Use and Abuse (Su)	<ol style="list-style-type: none"> <li>1. Use and Abuse</li> <li>2. Effects</li> <li>3. Prevention</li> </ol> <p style="text-align: right;">K-5 adoption in 2023</p>	<ol style="list-style-type: none"> <li>1. Use and Abuse</li> <li>2. Effects</li> <li>3. Prevention</li> <li>4. Treatment</li> <li>5. Legal Consequences</li> </ol>



# Health Adoption Committee Process

- **Fall 2021**

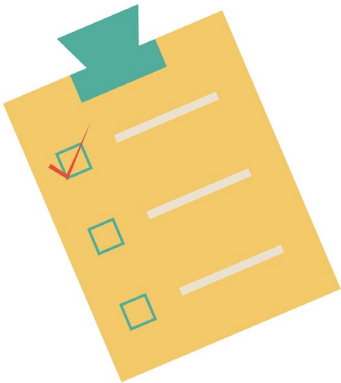
- Staff reviewed and aligned Health Standards, Core Ideas, Topics and Grade Level Outcomes
- Reviewed sample lessons and materials of various curriculum

- **Winter – Spring 2022**

- Committee explored four different curriculum options for Health instruction
- Narrowed the selection and held two publisher presentations
- Selected final for recommendation to the Board

# Selection Criteria

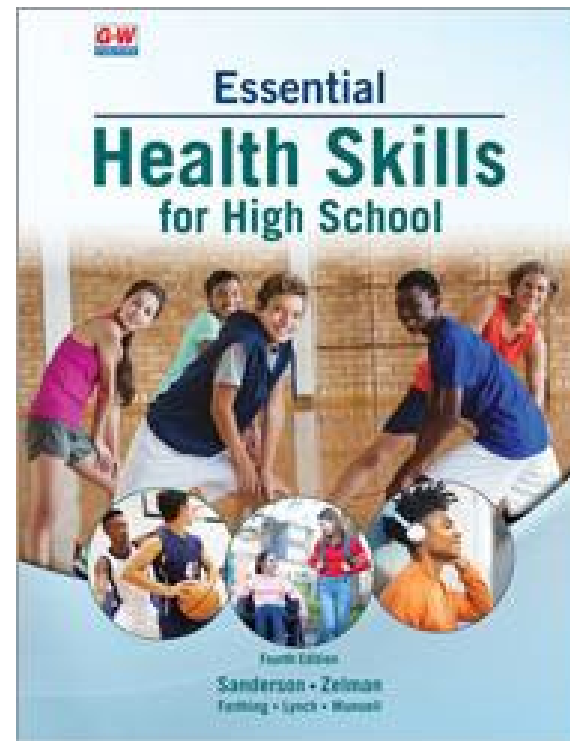
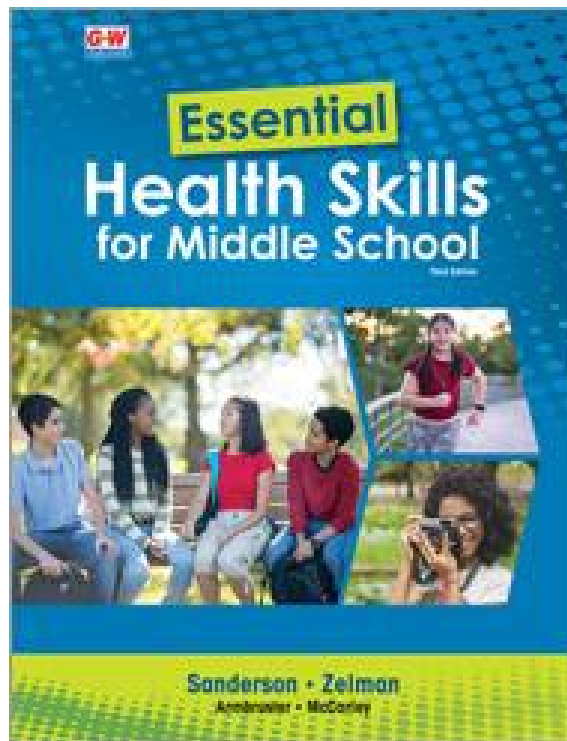
- ✓ Instructional materials aligned to state health learning standards.
- ✓ The resource contains medically-accurate and factual information regarding the required topics to be taught.
- ✓ Sexual health education lessons are separate from the general health lessons
- ✓ Alternative lessons available for students who opt out.
- ✓ District control over the content and topics that students can access.
- ✓ Learning management system integration.
- ✓ Family engagement components.
- ✓ Curriculum that is engaging for learners and useful to teachers.



# 6-12 Health Curriculum Materials Recommendation

## Essential Health Skills

Goodheart-Willcox Publishers



# Rationale for Recommendation

- ✓ The curriculum is engaging and visually interesting. We think the students will like it!
- ✓ There are many instructional tools for teachers to use within each lesson, including a fully digital format.
- ✓ There is a family engagement component where activities and information can be assigned for parents and students to explore together.
- ✓ Seamlessly integrates with our learning management platform, Schoology.
- ✓ For the Sexual Health unit, students who are opted out of this instruction will not have access to any of the materials or lessons.
- ✓ There are alternate meaningful health lessons activities for students who opt out of the sexual health unit.

# Parent/Community Feedback



- Curriculum preview was held the evening of May 4
- 40+ attended in-person and another 40-50 viewed online
- Since the presentation, the video has been viewed 240+ times
- A feedback form link was provided for comments and recommendations

# Parent Feedback



*"I appreciate that all learning comes in both English and Spanish. I like the bright visuals and felt the graphics were appropriate. I think parents will really like that the Human Sexuality Supplement is released only to the students who opt in and can be viewed at home with families. I appreciate the variety of activities that are available, as well as the "easy-to-read" read along option. I felt the material for both high school and middle school were age appropriate, straight forward, unbiased, and simple to understand. I also really like the idea of the Parent/trusted adult engagement assignment homework assignments, and hope this adds an extra layer of support for discussing these important subjects at home. I feel like this curriculum is very easy for teachers to use, with a wide variety of resources, testing options, and assignments."*

# Parent Feedback



*"Overall, the presentation was well done. I did review the high school textbook; it seems to cover a lot of material in a factual way and in a way that I would be comfortable with my child attending the class."*

*"One thing I found especially cool was that they had "opt-out" assignments ready to go, for students who are opting out of certain sections."*

*"I think this is a very good option for middle school and high school curriculum."*

# Teacher Feedback



*"I LOVED everything I saw! It's a huge upgrade from what we currently have and is so user friendly. All the interactive tools caught my eye the most!"*

*"I LIKE THIS ONE"*

*"I just want to get my hands on the curriculum and explore to see all that it has to offer."*



# Special Education Health Curriculum Recommendation

## **Parent and staff committee members:**

Julie Sumsion

Kristine Metcalf

Brittany LaFemina

Kevin Zoerb

Ashley Pentecost

Andrea Carroll

Michelle Manning



## **Healthy Relationships Curriculum, A Guide into Adulthood**

- Hygiene, Caring for Myself
- Health and Understanding My Body
- Relationship Development

# Staff and Parent Feedback:



*"I like this program all the way around. The videos provide talking points and provide reinforcement in real world situations. The program can be used in whole or part for what needs to be conveyed / taught, given time and needs of students with disabilities. The videos can be used for an opening prompt/discussion. There is lots of other supporting material."*

# Staff and Parent Feedback:



*"I am impressed. I like the scope and sequence, the design, the flow and the differentiation based on the needs of the individual students. The curriculum seems more engaging. I like all the videos and pictures using real people instead of cartoons." - Parent*

# Parent Preview Feedback and Questions



**Question:** What will be the process for opting out? How will parents be informed?

**Question:** Will my child still have access to the material if they opt out?

**Question:** What will my child's educational experience be if they opt out?

**Question:** How will you ensure that teachers do not teach topics not included in the Board approved curriculum?

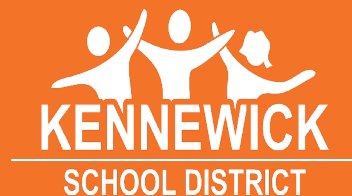
**Question:** District policy encourages the teaching of controversial topics; how will this policy not be used to teach topics that are not approved?

**Question:** How will students not be stigmatized for opting out? How will students not share the information presented with students that opt out?

# Health Curriculum Recommendation

Curriculum Material	Grade(s)
Essential Health Skills for Middle School	6-8
Essential Health Skills for High School	9-12
Healthy Relationships *	Special Education Programs 6-12

# Comments and Questions



# Recommendation

- The School Board accepts the 6-12 Health Committee's recommendation to adopt Essential Health Skills for Middle and High School as presented.